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ABSTRACT

Designed to provide information on the current state of workforce training at the nation's community colleges, this two-part report summarizes results from a national survey of two-year college workforce training programs and documents the growing economic and educational importance of such programs. The first section discusses a fall 1991 survey of 1,042 two-year colleges requesting information on the extent that local employers' needs were met, the kinds of companies served, subjects provided, program organization and funding, and the overall effectiveness of the training programs. A total of 748 completed surveys were received, representing 73.2% of all two-year colleges and campuses in the country. Survey findings included the following: (1) 96% of respondents (n=696) indicated that they provided workforce training programs; (2) almost 66% of the training reported by colleges was done for companies with fewer than 500 employees; (3) the most common subject areas for which community colleges provided training were job specific technical training (20.2%), computer-related training (18.6%), supervision/management (14.6%), and workplace literacy (9.8%); (4) 35.5% of the programs were paid for by employers and 26.9% by college operating funds; and (5) nearly 85% of respondents felt that they were effectively meeting clients' training needs, with the most commonly cited obstacle being inadequate budgets. The second section presents a position paper outlining the current challenge facing the nation to train a skilled workforce, a rationale for community college involvement in such training, and recommendations for action for community college leaders and corporate executives. A list of responding colleges by state and the survey instrument are appended. (BCY)

Community College Workforce Training Programs for Employees of Business, Industry, Labor, and Government

A Status Report

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League for Innovation
in the Community College

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**COMMUNITY COLLEGE
WORKFORCE TRAINING PROGRAMS
FOR EMPLOYEES OF BUSINESS, INDUSTRY,
LABOR, AND GOVERNMENT**

A Status Report

by
Don Doucette

Conducted by the
League for Innovation in the Community College
with support from the
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and with assistance from the
National Computer Systems Corporation

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Executive Summary

During the fall of 1992, the League for Innovation in the Community College conducted a survey in order to determine the extent and nature of community college programs providing workforce training for employees of business, industry, labor, and government.

The "Survey of Community College Training Programs for Employees of Business, Industry, Labor & Government" was mailed to a list of the chief executive officers of all two-year colleges in the United States compiled from state directories of such colleges. The CEOs were instructed to pass the survey on to the individuals in their colleges responsible for such training for completion. A total of 748 surveys representing 763 of 1,042 two-year colleges surveyed were returned, for a response rate of 73.2 percent. The following are the principal results of the survey.

Representativeness

1. The responding colleges appeared to be representative of all two-year colleges in the United States. Nearly all were public institutions; over 80 percent described themselves as comprehensive community colleges; and about half were single campus, small colleges located in communities described as rural by respondents.

Extent of Training Programs

2. Fully 96 percent of the respondents indicated that they provide workforce training for employees of business, industry, labor, and government. Of these, 71.5 percent described their programs as being specifically designed to meet the needs of their local employers, and an additional 26.9 percent reported that some of their workforce training was customized to meet the needs of local employers.
3. While colleges all reported providing workforce training, the majority did so on a relatively modest scale: half served fewer than 25 employers during the 1991-92 academic year; half trained fewer than 1,000 employees; half generated less than \$100,000 in gross revenues; and half had operating budgets for the training units of less than \$100,000 per year.
4. However, 10-15 percent of the responding colleges reported large training efforts—training several thousands of employees in contracts worth over a million dollars.

Types of Employers Served

5. As much as two-thirds of all training provided by the responding community colleges was done for employees from small and medium-sized companies, that is, those with fewer than 500 employees.
6. Responding community colleges also provided the largest percentage of training to employers in the manufacturing industry (39.2 percent), followed by employers in government, including education, (12.9 percent), and in the health services industry (11.7 percent).

Types of Training

7. The most common subject areas for which community colleges provided training were job-specific technical training (20.2 percent), computer-related training (18.6 percent), supervision and management (14.6 percent), and workplace literacy (9.8 percent).

8. Fully 85 percent of all training was provided using traditional methodologies, including lecture, discussion, workshops, and hands-on training. Very little was provided using instructional technologies, though nearly twice as much training was customized for individual clients than based upon existing credit offerings.
9. About half the training was conducted in off-campus facilities provided by the employer and half on the college campus.
10. The most common staffing arrangement was to hire external trainers to provide training on a contract-for-services basis.

Organization

11. Over 90 percent of the responding community colleges coordinated workforce training programs, usually under a dean or director reporting to the continuing education and community service division.
12. Over 85 percent of the colleges reported that their training units had been operating for at least three years, with over 58 percent having been operated for more than five years.

Funding and Contractual Arrangements

13. Training programs were supported by contracts paid by employers (35.5 percent), college operating funds (26.9 percent), tuition and fees paid by individuals (16.0 percent), and state and federal sources (15.5).
14. As much as 53.8 percent of gross training revenues were generated by formal contracts; 46.1 percent were repeat business. Nearly half of all contracts were for one to three months in duration. The average value of two-thirds of the contracts was less than \$10,000; one-quarter were for \$10,000 to \$50,000.

Perceived Effectiveness and Obstacles

15. Nearly 85 percent of the responding colleges perceived that they were effectively meeting the training needs of their existing clients.
16. The most commonly cited major obstacles to providing effective workforce training were, in order, inadequate budgets to support training activities (34.6 percent), the inability of employers to afford training costs (25.3 percent), the difficulty in gaining recognition as a provider of workforce training (22.8 percent), the lack of experienced trainers (22.3 percent), and inadequate support for curriculum development and other up-front costs (22.2 percent).
17. When presented with proposed programs to finance training through loans to either the college or employers, respondents were uncertain that either their colleges or their clients were likely to participate in these programs. They were more positive towards loans to employers to underwrite training costs than loans to colleges.

In summary, survey results show that nearly all community colleges have accepted workforce training for employees of business, industry, labor, and government as a legitimate mission, generally as an extension of their longstanding career preparation, continuing education, and community service missions. However, while nearly all community colleges provide such training, the great majority operate only modest workforce training programs—most often for small and medium-sized companies. The most commonly cited obstacles to providing more or more effective training were the lack of resources—among both the colleges and the companies with training needs.

Foreword

This study of the status of services offered to business and industry by community colleges is of major importance. It has been clear for some time that the mission of community colleges across the country has been expanded to include providing workforce training, which has surfaced with increasing urgency on the national agenda. Yet no national study had previously been published which explored the extent to which community colleges have emerged as a logical training source, nor had there been data available to form the basis of discussion regarding the potential role for community colleges in revitalizing the economy.

Growing concern regarding the United States' competitive position in the global economy has been a matter of national discussion for some time. Despite the fact that this country remains a world leader in developing new technologies, the American share of many markets has eroded to alarming levels over the past decade. It is now clear that a fundamental factor contributing to that situation is the chronic, long-term inadequacy of workforce preparation to apply newer, more complex technologies as they become available. Consequent issues of quality and productivity have forced corporations across North America to restructure their organizations and productive processes and to retrain their workers.

Due to the positive experience of many employers in using community colleges to provide training there has been a growing interest in turning to colleges as primary sources of education and training for business and industry. Costs have been reasonable; experience in teaching adults has helped employees to learn effectively; and willingness to design high-quality, need-specific training programs on relatively short lead times has made community

colleges increasingly the providers of choice. What has not been known until this study is the extent to which this has occurred.

Community college ventures in providing educational services to business and industry on a contract basis began more than a decade ago with a handful of leading community colleges, including several League institutions, exploring the field of workforce training with local corporations. The business and industry appetite for training started to increase. Colleges across the country were entering new educational territory. Realization also grew that little was known about what individual colleges were doing in the area of workforce training. Each college, with its partnering companies, seemed to be starting from scratch as they developed curricula, materials, technological supports, software programs, and other training packages. Duplication of effort was rampant.

In 1990, corporate services representatives of the eighteen League for Innovation colleges met, in Phoenix, Arizona, to discuss common interests and needs. It was immediately evident that much could be gained through sharing experience, educational materials, and other resources. Thus was born the League's Business and Industry Services Network, also known as BISNET. The network soon acknowledged that the most helpful activity of all might not be within the scope of the network to do alone. Providers of workforce training had a major need to share information with and from the businesses and industries served. There needed to be some formal mechanisms to coordinate the information, to facilitate communication, disseminate information, and assist in organizing collaborative projects. The idea of an alliance of community colleges with

business and industry presented an exciting option for further exploration. The need to know what community colleges were doing in workforce training across the country increased further in importance.

With encouragement from various corporate leaders the League sponsored a Community College Business and Industry Forum in Dallas, Texas, in early 1992. Members of the Business and Industry Services Network met with twenty-three invited corporate representatives to share thoughts on the form, activities, and potential value of an alliance. As a result, the League was strongly urged to form an alliance with business and industry as a mechanism for providing on a national level, the coordination of information, activities, and collaborative projects that might be impossible at the local level. The intent of such an alliance would be to assist all community colleges to be more effective in serving the training needs of business, industry, government, and labor.

The Community College Business and Industry Alliance was initiated, in January 1993. Charter members are IBM, Eastman Kodak, and Xerox. Other corporations are actively considering membership. The first formal activity of the Alliance was a national conference, "Community Colleges and Corporations:

Partners in Total Quality Management," held in Irvine, California, January 31-February 2, 1993. More than 400 people attended. Two collaborative projects are underway involving Eastman Kodak, IBM, and several League colleges.

Throughout all phases of discussions leading to the formation of the Alliance concerns were raised about the absence of national data on the extent to which community colleges are currently serving business, industry, government, and labor. Much of the available information has been anecdotal. This study, supported by the Student Loan Marketing Association, not only addresses the need for a national information base on the status of corporate services activities in community colleges, it opens the door to looking at alternative funding sources to support these vital educational services, services that are in jeopardy in the face of dwindling resources.

The workforce training agenda is now on the national front burner. Information gathered in this study provides an excellent base of information on current community college practices for addressing that agenda. The study furthermore begins to suggest policy directions that could enhance the role of community colleges in revitalizing the nation's economy. These are significant contributions.

Brenda Marshall Beckman
Associate Director,
League for Innovation
in the Community College

Preface

The survey that is the basis of this report represents the development of workforce training as a major item on the collective agenda of community colleges. As Brenda Beckman details in the preceding foreword, the League for Innovation and community colleges have long been involved in providing training to meet the needs of employers in their service areas, and current economic, educational, and political circumstances have caused an increased focus on this activity.

This survey is an activity of the League-sponsored Community College Business and Industry Alliance. It was conducted in partnership with and with support from the Student Loan Marketing Association, which has also developed an interest in the expanding area of workforce training and education.

Section One of this report, Results of the "Survey of Community College Training Programs for Employees of Business, Industry, Labor & Government," details the overall results of the survey. It explains the purpose and methodology of the study, examines the characteristics of responding colleges, and assesses the extent of workforce training programs in the nation's community colleges. The report then describes the characteristics of companies served, subjects taught, instructional methodologies, and the facilities and staffing involved. This section then presents information on the way colleges are organized to deliver workforce training, as well as the

funding and contractual arrangements made to support them. Perceptions of program effectiveness and obstacles to providing the programs are presented, followed by reactions to some alternative funding proposals. Each of the foregoing items is illuminated by a series of tables. Section One concludes with a discussion of the importance of these results.

Section Two, Workforce Training Programs, Community Colleges, and Economic and Educational Imperatives, is a position paper that builds upon the results of the survey to suggest a course of action for the League for Innovation and other public and private partners who would join together to pursue a common objective: to expand and improve community college workforce training programs. The section draws upon not only the results of this study, but also surveys conducted by the American Society for Training and Development, and other economic and educational reports.

The section advances the argument that community colleges are an existing infrastructure, an in-place resource that is well-positioned to take an increased role in providing workforce training that is so needed to restore the nation's economic competitiveness. The obstacles inhibiting that role and an agenda aimed at overcoming them complete the report.

The appendices contain both the survey instrument and a listing of the community colleges represented in the survey results by state.

Acknowledgments

The League for Innovation in the Community College wishes to acknowledge the contribution of practitioners in community colleges throughout the United States who responded to the "Survey of Community College Training Programs for Employees of Business, Industry, Labor & Government." Without their participation, this study could not have been completed successfully.

The League for Innovation also wishes to thank the principal sponsor of this survey, the Student Loan Marketing Association, for its generous support of the project, as well as for its longstanding commitment to and support of higher education. In particular, the League thanks Paula Reeder, Vice President for Strategic Planning, and Pat Gorman, Director of

Strategic Planning, for their vision and hard work in support of this initiative.

The League acknowledges the critical assistance provided to the project by the National Computer Systems Corporation. NCS designed and printed the survey form and decoded the data using its state-of-the-art optical scanning equipment. Special thanks to Tom Busakowski, Director of Marketing for Postsecondary Education, and to Doug Taylor for his technical expertise and support.

Finally, the League wishes to thank members of its Business and Industry Services Network for their assistance in guiding the project and ensuring that the survey and this report stay grounded in the day-to-day reality of practitioners in the field.

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Section One

Results of the "Survey of Community College Training Programs for Employees of Business, Industry, Labor & Government"

During the fall of 1992, the League for Innovation in the Community College, with support from the Student Loan Marketing Association and assistance from the National Computer Systems Corporation, conducted a survey of all two-year colleges in the United States to gather information regarding the workforce training services provided by these colleges for employees of business, industry, labor, and government.

Purpose

The purpose of the survey was to determine the current state of community college workforce training programs. In particular, the survey was designed to answer the following key questions:

- To what extent do community colleges provide workforce training to meet the specific needs of local employers?
- For what kinds of companies do community colleges provide workforce training?
- In what subjects and by what means do community colleges provide such training?
- How are such workforce training programs organized and operated by community colleges?
- What kinds of contractual arrangements do community colleges and companies make regarding the provision of training?

- How do community college training administrators rate the effectiveness of their efforts, and what do they see as the principal obstacles to increasing their effectiveness in providing workforce training to employees of business, industry, labor, and government?

Methodology

In October of 1992, a cover letter and a four-page survey were sent to the chief executive officer of every two-year college in the United States. Because there is some confusion regarding the exact number of two-year colleges in the United States, the population of CEOs was compiled by collecting lists of all two-year colleges and their chief executives from each of the fifty directors of state associations of two-year colleges. These lists included 1,090 college presidents, district chancellors, and campus provosts, which represented 1,048 distinct colleges or campuses. The cover letter asked the CEOs to pass the survey on to the person responsible for workforce training to be completed.

Surveys were not coded, but respondents had the option of including identifying information on completed surveys. In early November, a second survey was sent to all colleges on the original list from which no completed survey was known to have been received. The cover letter for the second mailing asked that the second survey—identical to the first—be ignored if the college had completed and returned the original survey. It was not necessary to conduct further follow up to reach the original target of a 50 percent response rate because that target was exceeded after the first mailing. It would appear that sending a survey to a CEO on a subject in which he or she is

Table 1
**Response Rate to "Survey of Community College Training Programs
 for Employees of Business, Industry, Labor & Government"**

<i>Surveys Sent</i>	
Two-year colleges and campuses surveyed	1,042
District offices/administrative units surveyed	41
Total Surveys Sent	1,083
<i>Responses Received</i>	
Total surveys returned from all respondents	748
Total colleges and campuses represented by survey responses ¹	763
<i>Response Rates</i>	
Percent of all surveys returned	69.1%
Percent of two-year colleges and campuses represented in survey results	73.2%

¹ Includes multiple colleges represented by a single survey response completed by a district office or central administrative unit.

interested with instructions to delegate responsibility for completing the survey to a staff member is a very powerful mechanism for achieving a high response rate.

Survey responses were converted into data by optical scanning technology provided and operated by National Computer Systems Corporation. A verbatim transcript was made of written responses that were made by respondents outside of the multiple choice structure of the survey. Data were analyzed using SPSS software. The survey instrument is included in Appendix One.

Representativeness of Responding Colleges

A total of 748 completed surveys were returned, or 69.1 percent of the total surveys sent. Because it was possible to determine that some surveys provided responses for multiple colleges within a single community college district, the results of the survey were calculated as representing 763, or 73.2 percent, of all two-year colleges and campuses in the United

States. See Table 1 for further detail regarding response rate to the survey.

Table 2 identifies selected characteristics of the colleges that completed and returned the survey, and these characteristics very closely match a profile of what is known about community colleges in the United States. Over 80 percent of the responding colleges identified themselves as comprehensive community colleges, and nearly all, 97.0 percent, were public. Nearly half (46.1 percent) of the responding colleges identified themselves as rural, approximately one-quarter identified themselves as urban (25.5 percent) and another quarter as suburban (28.4 percent). The distribution of responses by state is detailed in Appendix Two.

In addition, the responding colleges were distributed as would be expected of all community colleges. The majority (58.3 percent) were small colleges with credit enrollments of fewer than 5,000 students. This corresponds with the known median enrollment for community colleges of just under 3,000 students and the anecdotal knowledge that while some subur-

Table 2
Selected Characteristics of Responding Colleges

	Number of responses	Percent of responses
<i>Type of Two-Year College (n=726)</i>		
comprehensive community college	594	81.8%
technical institute	57	7.9
junior college	48	6.6
two-year branch campus of a university	27	3.7
<i>Location (n=714)</i>		
urban	182	25.5%
suburban	203	28.4
rural	329	46.1
<i>Control (n=727)</i>		
public	705	97.0%
private	22	3.0
<i>Organization (n=724)</i>		
single campus college	383	52.9%
college, part of multi-college district	129	17.8
campus or center, part of multi-campus district	196	27.1
district office	16	2.2
<i>Fall 1991, Credit Headcount Enrollment (n=732)</i>		
1-2,499	238	32.5%
2,500-4,999	189	25.8
5,000-9,999	152	20.8
10,000-24,999	118	16.1
25,000 or more	35	4.8
<i>1991-92 College Operating Budget (n=705)</i>		
less than \$5 million	132	18.8%
\$5-9.9 million	195	27.7
\$10-19.9 million	186	26.4
\$20-49.9 million	151	21.4
\$50 million or more	41	5.8

ban and urban community colleges are quite large, enrolling tens of thousands of students, many more community colleges serve smaller, often rural, communities and enroll only a few thousand students.

So, the responses to the survey appear highly representative of the population of all community colleges for two reasons. First, the responses represent fully three-quarters of all

colleges, which is an extraordinarily high response rate for a long and complicated survey. Second, selected characteristics of the responding colleges match the known characteristics of all community colleges. Respondents, reflecting all two-year colleges, are overwhelmingly publicly funded, comprehensive community colleges, and they are distributed in size and location throughout the country.

Table 3
 Number and Percent of Responding Colleges
 Offering Training Programs for Employees of
 Business, Industry, Labor, and Government

	Number of responses	Percent of responses
<i>Does your college provide workforce training programs and services for employees of business, industry, labor, or government? (n=725)</i>		
yes	696	96.0%
no	29	4.0
<i>Programs intended for employees of business, industry, labor, or government (n=687)</i>		
Designed specifically to meet needs of employers	491	71.5%
Uses regular college courses and some designed to meet employer needs	185	26.9
Provides training but none designed to meet employer needs	8	1.2
Does not provide workforce training	1	.1
Other description of program	2	.3

Workforce Training

Perhaps the most significant result of the survey was to document that nearly all community colleges reported that they provide workforce training for employees of business, industry, labor, and government. Fully 96.0 percent of the respondents indicated that they provided such training. Further, even a greater percentage (98.4 percent) of these designed at least some of their training to meet the needs of their local employers, and fully 71.5 percent described their programs as being specifically customized for employer needs, not simply off-the-shelf credit courses and programs. These results argue strongly that community colleges across the United States have accepted workforce training as part of their overall mission. Table 3 details these key responses.

Extent of Training Activity

While colleges all reported providing workforce training, most did so on a relatively modest scale. About half (49.1 percent) served fewer than 25 employers during the 1991-92 academic year, and 83.7 percent served fewer than 100 employers. Similarly, the majority (57.2 percent) of responding colleges trained fewer than 1,000 employees in local business, industry, labor, and government, and only fewer than 100 of the responding colleges, or 13.3 percent, provided training for 5,000 or more employees. By comparison the largest one-fifth of the responding colleges enrolled 10,000 or more students in credit programs.

Colleges also did not generate large revenues by providing training to business, industry, labor, and government. More than

Report of Survey Results

half generated less than \$100,000 in revenues from training during 1991-92. While 10-15 percent of the responding colleges reported large training efforts—including training several

thousands of employees in contracts worth over a million dollars, the majority of respondents seemed to be providing only modest training programs. Table 4 displays these results.

Table 4
Level of Activity of Responding Colleges in Providing Training Programs and Services for Employees of Business, Industry, Labor, and Government

	Number of Responses	Percent of Responses
<i>Employers Served by Training Programs during 1991-92 Academic Year (n=690)</i>		
none	4	.6%
1 to 9	154	22.3
10 to 24	181	26.2
25 to 49	121	17.5
50 to 99	118	17.1
100 to 199	59	8.6
200 or more	53	7.7
<i>Employees Trained during 1991-92 Academic Year (n=697)</i>		
none	3	.4%
1 to 99	54	7.7
100 to 499	220	31.6
500 to 999	122	17.5
1,000 to 4,999	204	29.3
5,000 to 9,999	51	7.3
10,000 to 14,999	19	2.7
15,000 to 19,999	12	1.7
20,000 to 24,999	4	.6
25,000 or more	8	1.1
<i>Gross Revenue Generated by Training Activities during 1991-92 Academic Year (n=674)</i>		
none	21	3.1%
\$1 to \$49,999	224	33.2
\$50,000 to \$99,999	110	16.3
\$100,000 to \$499,999	195	28.6
\$500,000 to \$999,999	68	10.1
\$1,000,000 to \$4,999,999	55	8.2
\$5,000,000 to \$9,999,999	1	.1
\$10,000,000 or more	0	.0

Characteristics of Companies Served

The survey showed that colleges were most likely to provide training for employees from small and medium-sized companies, that is, those with fewer than 500 employees. Fully two-thirds of all of the training reported by community colleges was done for companies of this size, though the results also indicate that very little training (15.6 percent) is provided for the smallest companies, those with fewer than 25 employees. On the other end of the spectrum, a similar percentage (17.0 percent) of community colleges' training was provided to

companies employing 1,000 or more employees. Table 5 details these results.

Table 5 also shows the percentage of training provided by community colleges to various types of companies. By far, the most training was provided to companies engaged in manufacturing, which accounted for 39.2 percent of all reported training. This was three times the amount of total training provided by responding community colleges to government, including education, the second most likely type of company to be served by community college training programs. Only one other type of company, those involved in health services,

Table 5
Percent of Total Training Provided by Responding Colleges
(Measured by Percent of Total Employees Receiving Training)
by Size and Type of Employer
(n=694)

	Percent of Total Training Provided by College				Mean
	0%	10-30%	40-60%	70-100%	
<i>Size</i>					
less than 25 employees	40.6%	46.1%	8.2%	5.1%	15.6%
25 to 99 employees	22.2	55.8	16.3	5.6	22.7
100 to 499 employees	22.6	44.5	21.7	11.2	27.7
500 to 999 employees	52.2	39.2	6.5	2.1	11.6
1,000 to 2,499 employees	65.0	27.4	5.4	2.4	8.5
2,500 to 9,999 employees	80.1	14.9	3.1	2.0	5.4
10,000 or more employees	91.4	5.3	1.6	1.6	3.1
<i>Type</i>					
agriculture	87.6%	11.1%	1.0%	.2%	2.3%
manufacturing	19.9	29.3	24.8	26.0	39.2
construction	80.4	18.1	.9	.6	3.2
health services	41.1	52.7	5.2	1.0	11.7
other services	58.6	36.3	3.9	1.1	8.2
wholesale/retail trade	68.4	29.0	1.8	.8	5.5
finance/insurance/real estate	61.1	36.9	1.5	.3	5.6
transportation/communications	66.3	29.1	3.2	1.4	6.5
/utilities					
government, including education	41.1	49.7	5.5	3.8	12.9

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accounted for as much as 10 percent of the training activity.

Looking at the data from a different perspective, all but 19.9 percent of the responding colleges reported doing some training for the manufacturing sector, while the great majority did none for agriculture (87.6 percent), nor for the construction industry (80.4 percent). In fact, the majority of colleges reported providing no training at all for whole industries, excluding not only agriculture and construction, but also wholesale/retail trade, transportation/communications/utilities, finance/insurance/real estate, and other services from the companies served.

The picture that emerges from the survey results is of a national group of colleges providing training for a range of industries, with a concentration on the manufacturing sector. However, individual colleges appear to provide training for a relatively small number and limited types of companies—determined by the business and industry base of their service areas. Only a few industries—manufacturing, health services, and government—appear to be included among the clients of the majority of community colleges.

Subjects and Methodologies

Responding colleges provided training in a wide variety of subject areas, with no specific subject dominating training activities. The most common, in order, were job-specific technical training (20.2 percent), computer-related training (18.6 percent), and supervision and management (14.9 percent). In addition, the majority of responding colleges provided training in communications skills and workplace literacy, defined as including basic reading, writing, and math skills. Relatively small percentages of the training provided by community colleges were provided in subjects that might be considered emerging needs, such as English as a second language (3.3 percent), or statistical process control and computer-integrated manufacturing (4.9 percent). Table 6 details these results.

Also, nearly 85 percent of all training was

provided using traditional methodologies, such as lecture, discussion, workshops, and hands-on training, rather than using emerging instructional technologies. Use of independent learning systems accounted for only 8.5 percent on average, and even less (2.2 percent) used distance learning as a delivery mechanism. Thus, the picture that emerges is of community colleges providing relatively traditional vocational-technical training using tried and true instructional models and methodologies.

The major way that workforce training for employees of local business, industry, labor, and government differs from traditional college programs is the degree of customization that is provided for the needs of employers. Specifically, the responding colleges reported that nearly twice as much of its training was customized for the needs of individual clients (59.1 percent) rather than based upon existing college credit course offerings (30.1 percent). Only one in eleven colleges that provided training did not customize it to the needs of its clients.

Facilities and Staff

Workforce training can also be distinguished from regular college credit courses by the facilities in which it is likely to take place and the staff who are likely to provide the training. For instance, more training is provided off-campus (51.1 percent) than on campus (45.1 percent), and more training is provided by trainers hired for the purpose (54.5 percent) than by regular college faculty either as part of their workload or on supplemental contracts (40.6 percent).

The largest share of the workforce training provided by responding colleges was conducted in off-campus facilities provided by the employer (40.7 percent)—presumably in most cases, at the work site. By an even greater margin, the most common staffing arrangement was to hire trainers on a contract basis (47.7 percent), rather than to make long-term commitments to trainers hired as permanent staff, which represented only 6.8 percent of the training provided by respondents. Table 7 details these results.

Community College Workforce Training Programs

So, the nature of workforce training provided by community colleges appears to be rather traditional in many respects, including both subject matter and instructional method-

ology. The principal innovations are those associated with the arrangements by which training is provided, especially where and by whom workforce training is provided.

Table 6
Percent of Total Training Provided by Responding Colleges
(Measured by Percent of Total Employees Receiving Training)
by Subject Area, Methodology, and Arrangement
(n=694)

	Percent of Total Training Provided by College				Mean
	0%	10-30%	40-60%	70-100%	
<i>Subject Areas</i>					
workplace literacy (reading writing, and math)	46.0%	49.6%	3.1%	1.1%	9.8%
English as a second language	77.7	21.2	1.2	.0	3.3
supervision/management, etc.	28.2	64.2	6.5	1.0	14.9
total quality management	53.7	42.9	3.2	.1	7.7
communication skills, interpersonal relations, etc.	43.8	54.0	2.1	.0	8.6
computer-related	26.9	58.5	10.7	3.9	18.6
statistical process control, CIM, etc.	66.0	32.4	1.2	.2	4.9
job-specific technical training	31.8	48.3	12.3	7.6	20.2
courses leading to licensure	66.7	30.9	1.8	.5	5.3
other	88.6	8.6	1.6	1.1	3.3
<i>Methodologies</i>					
traditional classroom lecture and discussion	10.2%	30.9%	37.5%	21.3%	42.3%
hands-on training or workshops	9.4	32.8	37.1	20.6	41.8
computer-based, independent learning systems	61.1	33.3	4.4	1.2	8.5
distance learning/telecourses	81.3	18.5	.1	.0	2.2
other	96.0	3.4	.3	.3	1.0
<i>Arrangements</i>					
college credit courses	24.1%	42.1%	16.8%	17.0%	30.1%
customized training developed for specific clients	8.8	17.2	24.1	50.0	59.1
provided outside of college service area	71.0	24.5	3.6	.9	5.7

Table 7
Percent of Total Training Provided by Responding Colleges
(Measured by Percent of Total Employees Receiving Training)
by Types of Facilities and Staff Used
(n=694)

	Percent of Total Training Provided by College				Mean
	0%	10-30%	40-60%	70-100%	
<i>Facilities:</i>					
on-campus facilities designed for workforce training	52.3%	31.0%	9.8%	6.9%	16.0%
regular on-campus facilities as available	23.2	42.9	20.0	13.8	29.1
off-campus facilities provided by the college	61.7	27.5	8.3	2.4	10.4
off-campus facilities provided by employers	13.0	35.4	25.2	26.3	40.7
other facilities	96.0	3.1	.2	.6	1.1
<i>Staff:</i>					
college faculty as part of regular workload	54.0	33.2	7.4	5.3	13.1
college faculty on supplemental contracts or overload	19.7	50.5	17.3	12.3	27.5
trainers hired on contract basis	12.8	25.1	25.6	36.5	47.7
full-time trainers on staff	76.2	18.8	4.4	2.2	6.8
other staff	93.5	2.9	2.1	2.0	2.7

Organization

The great majority of all colleges (92.2 percent) coordinate workforce training provided for employees of local business and industry in a single office. These offices are most often administered by individuals with the titles of director (40.9 percent) or dean (32.0 percent), and these individuals usually reported to a dean (34.2 percent) or vice president (25.7 percent). However, a surprising number reported directly to the president or chancellor of the college (27.5 percent), presumably indicating the high level of interest or importance attached to this developing mission by the college CEO.

Nearly half of all respondents indicated that training units were attached to the continuing education and community service division of the college (45.7 percent), and another quarter indicated that the unit reported to the academic division. Surprisingly, especially given the large percentage reporting directly to the college CEO, only 16.1 percent reported that the training unit was an independent entity.

The results also show that this training function has been part of college operations for some time. Eighty percent of the colleges reported that their training units had been operating for at least three years, and most (58.7 percent) for five or more years. Few reported brand new or

Table 8
**Organization of Responding Colleges for Providing Training Programs and Services
 for Employees of Business, Industry, Labor, and Government**

	Number of responses	Percent of responses
<i>Coordinated by a Single Office (n=695)</i>		
yes	641	92.2%
no	54	7.8
<i>Title of Principal Administrator (n=629)</i>		
provost	6	1.0%
vice president	28	4.5
dean	201	32.0
executive director	22	3.5
director	257	40.9
coordinator	63	10.0
other	52	8.3
<i>Title Principal Administrator Reports to (n=637)</i>		
president or chancellor	175	27.5%
provost	18	2.8
vice president	164	25.7
dean	218	34.2
executive director	2	.3
director	27	4.2
coordinator	2	.3
other	31	4.9
<i>Division in Which Training Office is Organized and Reports (n=633)</i>		
none, is own division/entity	102	16.1%
continuing education/community services	289	45.7
institutional advancement/development	14	2.2
academic	158	25.0
administrative services	9	1.4
student services	0	0.0
other	61	9.6
<i>Years Training Office in Operation (n=723)</i>		
less than one year	25	3.5%
one to two years	61	8.4
three to five years	154	21.3
more than five years	439	58.7
no office, and none planned	39	5.4
no office, but one planned within twelve months	5	.7

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planned offices.

Taken together, the data show workforce training has become a mission of the great majority of community colleges in the nation, probably considered a logical extension of their continuing education, community services, and vocational-technical missions. The fact the responding colleges coordinate training that cuts across disciplines, as well as across traditional lines between academic and vocational education, reinforces the conclusion that they have accepted such training as a major activity of the college.

Funding and Contracts

Despite the general acceptance of workforce training as a mission for community colleges, respondents reported relatively meager operating budgets to support training

activities, which are displayed in Table 9. In fact, the greatest percentage (22.4 percent) had no separate budget to support training efforts. Fully 51.0 percent reported operating budgets of less than \$100,000, or roughly one percent of the median total operating budget for the responding colleges calculated from data in Table 2. While modest, these operating budgets for training activities are consistent with the modest level of training activities reported by the colleges and displayed in Table 2. While operating on median budgets of about \$100,000, the training units generated about the same amount in revenue while providing training for fewer than 1,000 employees.

Training was supported by significant funds from a variety of sources. The largest share (35.5 percent) came from payments by employers for contracted training services, and just over one-quarter of support for training came directly

Table 9
Operating Budgets of the Training Units of Responding Colleges
and Sources of Funding

	Number of responses	Percent of responses
<i>Training Unit Operating Budget (n=724)</i>		
no separate budget	162	22.4%
less than \$50,000	94	13.0
\$50,000 to \$99,999	113	15.6
\$100,000 to 199,999	113	15.6
\$200,000 to 499,999	126	17.4
\$500,000 or more	116	16.0

	Percent of Training Unit Operating Budget				
	0%	10-30%	40-60%	70-100%	Mean
<i>Sources (n=694):</i>					
college operating budget	41.2%	28.3%	13.5%	17.0%	26.9%
state or federal sources	49.7	35.0	9.6	5.6	15.5
tuition or fees paid by individuals	45.8	38.2	12.0	4.1	16.0
contracts paid by employers	24.5	30.5	23.9	21.1	35.5
other sources	96.0	2.5	.8	.6	1.5

Community College Workforce Training Programs

from college operating funds (26.9 percent). Tuition and fees paid by individuals, and state and federal sources, each accounted for approximately 16 percent of the remaining sources of funding.

In addition to providing the largest percentage of support for training activities, contracts

with employers accounted for over half (53.8 percent) of the revenue generated by training activities. As well, nearly half (46.1 percent) of these contracts were repeat business. Further questioning provided data describing the characteristics of the contractual arrangements that community colleges had with their clients. The

Table 10
Characteristics of Training Contracts Between Colleges and Employers
for 1991-92 Fiscal Year

	Percent of Gross Training Revenue				
	0%	10-30%	40-60%	70-100%	Mean
Generated by formal contracts	15.4%	21.5%	17.4%	45.8%	53.8%
Generated by repeat business	18.3	17.7	30.9	33.1	46.1
	Number of responses			Percent of responses	
<i>Average Length of Contracts (n=613)</i>					
less than one week	60			9.8%	
at least one week but less than one month	120			19.6	
one to three months	271			44.2	
four to six months	89			14.5	
seven to twelve months	56			9.1	
one to two years	13			2.1	
longer than two years	4			.7	
<i>Length of Longest Contract (n=606)</i>					
less than one week	3			.5%	
at least one week but less than one month	33			5.4	
one to three months	104			17.2	
four to six months	107			17.7	
seven to twelve months	183			30.2	
one to two years	95			15.7	
longer than two years	81			13.4	
<i>Average Value of Contracts (n=607)</i>					
\$1 to \$9,999	404			66.6%	
\$10,000 to \$49,999	152			25.0	
\$50,000 to \$99,999	29			4.8	
\$100,000 to \$249,999	12			1.6	
\$250,000 to \$999,999	8			1.3	
\$1,000,000 to \$5,000,000	2			.3	
more than \$5,000,000	0			.0	

Table 11
**Payment Options for Training Provided by College
 and Factors Included in Determining Price of Training**
 (n=748)

	Number of responses	Percent of responses
<i>Payment Options</i>		
up-front payment before training begins	344	46.0%
billing/payment upon beginning of training	417	55.7
billing/payment upon completion of training	496	66.3
payment by installment plan	194	25.9
other options	32	4.3
<i>Factors Included in Pricing</i>		
standard calculation based upon hourly/unit rates	394	52.7%
cost recovery of direct costs	323	43.2
cost recovery of all costs, including indirect costs	466	62.3
prices of competitors and market conditions	282	37.7
cost recovery for investment in curriculum development, equipment, etc.	310	41.4
other factors	40	5.3

median length of training contracts was from one to three months; only a small percentage (11.8 percent) were longer than six months. Over 70 percent of the colleges also reported that their longest contracts were for periods of one year or less. The average value of two-thirds of the contracts was less than \$10,000, and less than 10 percent were valued at more than \$100,000. These data, detailed in Table 10, reaffirm the modest level of training provided by community colleges to clients in business, industry, labor, and government.

Table 11 shows the various payment schemes that colleges allowed their clients, as well as the factors colleges used to calculate the price that they put on training. While the most prevalent payment plan was billing and payment upon completion of the training program, other up-front arrangements were nearly as popular. However, only about one-quarter made arrangements for employers to pay by installment plan.

Similarly, while a variety of factors were included by colleges in determining the price to charge for training, recovery of all costs was the most utilized. Interestingly enough, the factor that colleges reported they were least likely to consider in price determination was the price of training provided by competitors.

Perceived Effectiveness

Table 12 details the ratings of the respondents regarding their colleges' effectiveness in meeting training needs. Respondents perceived that they were very effective in meeting the needs of their existing clients (4.20 on a scale of 1.00 to 5.00). Respondents rated their effectiveness in meeting the training needs of the large employers (3.58) in the service area as just above average, and they perceived themselves as no more or less effective in meeting the needs of small and medium-sized employers (3.56).

However, the respondents—essentially college administrators responsible for training activities of their colleges—perceived that they were least effective in generating revenues from training activities that might be used to support other college programs (2.73).

Perceived Obstacles

Respondents were also asked to indicate their perceptions regarding the obstacles facing them in the provision of effective workforce training. These results are contained in Table 13.

Major Obstacles. The most commonly cited major obstacles to providing effective workforce training were, in order, inadequate budgets to support training activities (34.6 percent); the inability of employers to afford training costs (25.3 percent); the difficulty in gaining

recognition as a provider of workforce training (22.8 percent); the lack of experienced trainers (22.3 percent); and inadequate support for curriculum development and other up-front costs (22.2 percent)—virtually all financial obstacles. Given the modest budgets and limited sources of support for training activities, that the four of the top five major obstacles to providing effective training should be specific financial obstacles should not be surprising; in fact, the remaining highly rated obstacle—"difficulty in gaining visibility as a training provider"—might really be an inability to afford a comprehensive marketing effort.

Minor Obstacles. In addition to these previously cited major obstacles, respondents identified a number of minor obstacles to effectively providing training, including opposition or lack of support from faculty (49.5 percent); inadequate facilities to support

Table 12
Perceived Effectiveness of Responding Colleges
in Responding to the Training Needs of Various Constituents

Perceived Effectiveness	Very ineffective				Very effective	Mean
	1	2	3	4	5	
Providing training for existing clients	3.0%	3.0%	11.3%	37.1%	45.7%	4.20
Meeting the training needs of large employers in the college's service area	3.0	13.9	28.1	31.8	23.2	3.58
Meeting the training needs of small and medium-sized employers in the college's service area	2.9	14.2	27.0	36.1	19.8	3.56
Meeting overall workforce training needs in the college's service area	3.1	14.8	36.4	32.4	13.3	3.38
Generating revenue from training contracts to support other college programs	20.3	26.3	24.7	18.0	10.8	2.73

Table 13
**Obstacles to College's Providing Effective Workforce Training
 to Meet the Needs of Employers**

	not an obstacle	minor obstacle	major obstacle
<i>College Policies and Support</i>			
opposition/lack of support from college leadership	77.5%	17.5%	5.5%
opposition/lack of support from faculty	37.4	49.5	13.1
inadequate operating budget of training unit	27.1	38.4	34.6
lack of experienced trainers or expertise	33.9	43.9	22.3
inadequate facilities to support training	30.3	48.3	14.3
inadequate support for curriculum development or other up-front costs	33.9	43.9	22.2
policies requiring curriculum approval of training	71.1	23.2	5.7
policies prohibiting use of faculty as trainers	56.2	30.3	13.5
policies prohibiting hiring of external trainers	83.1	11.7	5.2
business office accounting/budgeting practices	49.9	36.0	14.1
policies prohibiting short-term indebtedness	61.4	27.8	10.8
<i>State Policies</i>			
policies prohibiting colleges from providing training	83.8%	11.7%	4.4%
policies prohibiting use of public funds to support training	67.2	19.4	13.4
policies prohibiting out-of-service-area activity	40.4	37.6	22.0
<i>Competition and Market</i>			
inability to compete in quality with other providers	70.6%	24.5%	4.9%
inability to compete in price with other providers	74.9	20.7	4.3
difficulty gaining visibility as training provider	27.7	49.6	22.8
difficulty gaining credibility as training provider	46.5	42.5	10.6
no market for training among local employers	69.9	24.9	5.2
inability of employers to afford training costs	20.1	54.7	25.3

training (48.3 percent); and difficulty gaining credibility as a training provider (42.5 percent).

In addition, a number of potential obstacles were put to rest as serious barriers to community colleges' providing effective training. The leadership of the great majority of all colleges was solidly behind the workforce training mission, and it did not appear that many colleges suffer from state, local, or college policies—such as formal curriculum review

processes and faculty hiring practices and collective bargaining contracts—that seriously restricted community colleges' providing training. Similarly, the respondents did not perceive any inability to compete with other training providers, either in quality or price.

In general, it appears that limited resources are the greatest obstacle to colleges' expanding training programs to meet existing workforce training needs.

Table 14
**Perceived Importance and Likelihood of Proposed Programs
 to Provide Loans to Colleges and/or Employers to Support
 Workforce Training Programs**

	Low 1	2	3	4	High 5	Mean
<i>Loans made available to colleges to underwrite start-up costs of training programs, such as curriculum development, marketing, etc.</i>						
importance for college training programs	31.6%	14.3%	16.7%	19.8%	17.6%	2.78
likelihood college would participate	41.0	18.2	16.4	12.4	11.9	2.36
<i>Loans made available to colleges to underwrite ongoing operating costs, such as full-time staff, support services, etc.</i>						
importance for college training programs	36.6	14.0	17.8	15.5	16.1	2.61
likelihood college would participate	47.9	18.0	14.4	9.5	10.2	2.16
<i>Loans made available to colleges to finance facilities construction or equipment acquisition</i>						
importance to college training programs	25.8	8.7	21.6	21.8	22.1	3.06
likelihood college would participate	35.3	15.4	20.4	14.9	14.0	2.57
<i>Loans made available to employers to finance training costs for their employees</i>						
importance to college training programs	21.5	9.9	18.9	19.8	30.0	3.23
likelihood employers would participate	25.9	13.5	25.0	17.2	18.3	2.86

Reactions to Alternative Financing Proposals

Anticipating that most community colleges would identify financial obstacles to providing more effective training services for employers in their local service areas, the designers of the survey crafted a series of proposals regarding alternative programs to support training, essentially loan programs to either colleges or their client-employers to finance training costs over time. Responses are detailed in Table 14.

Given the fact that constrained resources are perceived as the key limiting factors for effective training programs, the caution with which respondents reacted to proposals to offer colleges or employers loans to finance training

is a bit surprising. When presented with four variations of such proposed loan programs, respondents were skeptical that either their colleges or the employers they served were likely to participate in these programs. In all cases, the respondents were somewhat more favorable regarding the importance of the proposed programs than they were inclined to believe that either their colleges or client-employers would participate in them.

While respondents were clearly cautious in evaluating these newly proposed loan programs, their responses did not represent an outright rejection of the ideas they contained. In particular, it appears that further exploration of loan programs aimed at helping employers to

underwrite training costs and colleges to underwrite the construction of facilities or the acquisition of equipment holds the most promise.

Discussion of Results

The results are both expected and somewhat surprising. It comes as some surprise to find so strong an expression of interest in the subject of workforce training among community college presidents as evidenced by the 75 percent response rate to a quite complicated survey. Also, while it is not surprising to find community colleges engaged in training employees of business, industry, labor, and government, it is eye-opening to find how pervasive this activity has actually become.

Extensive Customized Training. Not only do nearly all responding community colleges accept workforce training as a legitimate service for them to provide for local employers, but nearly all also customize such training to meet employer needs rather than relying on off-the-shelf courses and programs that would be much easier and less costly to provide.

Also surprising is the finding that two-thirds of training provided by community colleges is for small and medium-sized businesses, companies with fewer than 500 employees. On the one hand, community colleges as locally focused institutions might be presumed to serve companies of this size that make up 80 percent of all companies in the nation. However, surveys of employers have shown that larger companies are much more likely to provide training for their employees. In fact, the lack of adequate training for employees of small and medium-sized companies, the acknowledged engine of economic growth in the United States, is identified by some economists as the single most critical problem facing the competitiveness of the nation's business and industry.

Meeting Unmet Training Needs. If this is so, then perhaps the most important result of this survey is to document that community colleges are already providing workforce training in the areas of most critical need for the national economy. Not only are community colleges

attempting to meet unmet needs for small and medium-sized companies, but they are also prone to provide technical training for employees of manufacturing firms—another key unmet need identified by national surveys by the American Society for Training and Development. Fully 40 percent of the training they reported providing was to companies in the manufacturing industry, and nearly half of all training could be classified as technical.

Resource Constraints. Probably one of the most expected findings of the survey was that although nearly all community colleges provide workforce training for local employers, most do so at rather modest levels—citing resource constraints as the principal obstacle for providing training at sufficient levels to meet local workforce needs. Given the fiscal crunch being felt by all institutions of higher education, it comes as no surprise that community colleges would not devote major resources to what amounts to new program initiatives. In fact, many college training directors reported that they are required by college administration to recoup both the direct costs and indirect costs of the workforce training they provide to local employers. An interesting insight revealed by the survey was that not only are colleges constrained by the lack of resources from operating more comprehensive training programs, but small and medium-sized businesses are also perceived as not having the financial means to afford necessary training.

Private Investment. These results beg the question of whether community colleges represent an intact infrastructure that could provide critically needed workforce training if they were provided sufficient means to do so. It would appear that an infusion of resources would be necessary to expand current efforts to the point that they met a significant portion of the outstanding training needs. Given the fact that resource constraints on public institutions are likely to become more severe, the most realistic prospect for expanded funding is from the private sector. The survey results hinted that companies themselves either do not appreciate the importance of training to their long-term competitiveness, or simply balk at investment

in training unless it can be shown to improve the bottom line in the relatively short term.

Given this resource dilemma, it was somewhat surprising to find how cautiously training directors in community colleges responded to proposed programs to fund training costs by privately financed loans either to the college or to employers—seemingly responding to such proposals as college students who greatly prefer grants to loans. Still, it remains to be seen if college or business leaders with broader and more long-term perspectives might respond more favorably to programs that would leverage public investment with private funds to provide training that would result in improved productivity and competitiveness, which would in turn underwrite the costs of the training programs. It would appear that the case needs to be made that the economic return on investment in training is justified. Unfortunately, this survey instrument was too blunt to delve more deeply into the attitudes that apparently resulted in so cautious a response to alternative plans to finance needed training.

Challenge to the Status Quo. The survey also begs the question of whether community college faculty opposition to this emerging training mission of their institutions would increase if the training programs were more ambitious. Not only would more extensive programs become more subject to criticism on grounds of appropriateness, but expanded training efforts would raise the specter of competition for scarce resources regardless of how they were actually financed.

Even more interesting would be the reaction of faculty to the provocative influence of business and industry training programs on existing instructional practice. For instance, while this survey showed that current community college training programs rely on traditional classroom teaching methodologies, surveys of internal training practices in business and industry show that such training utilizes instructional technologies and alterna-

tive delivery systems quite heavily. So, as the client-provider relationship between business and industry and community colleges develops, community college training programs are very likely to respond to business and industry expectations of how training is best delivered. Such alternative training models would likely drive the integration of instructional technologies, for instance, into the traditional college curriculum—with predictable resistance and attendant controversy.

Perhaps the most important result of the survey is to establish that community colleges represent an installed base resource with the capability—and, it appears, the inclination—to provide the workforce training most needed by the nation's economy. Community colleges already concentrate most of their training efforts on small and medium-sized companies in technical areas—precisely the type of training that is most needed to maintain the competitiveness of the nation's economy and the most neglected by current systems of education and training.

However, it is clear that community colleges will not be able to fulfill their potential to meet these training needs without the investment of more resources in training activities. This investment will not be made until business and industry leaders accept training as a cost of doing business, an investment that will be returned directly to the bottom line. This investment will not be made until state and federal officials recognize the potential for community colleges to deliver effective training and to develop policies and funding mechanisms that encourage the utilization of this in-place infrastructure. This investment will not be made until community college faculty, staff, boards of trustees, and CEOs step up to the training mission as fundamental to their commitment to meet local needs and to serve the vital economic and educational interests of the nation.

Section Two

Workforce Training Programs, Community Colleges, and Economic and Educational Imperatives: A Position Paper

The "Survey of Community College Training Programs for Employees of Business, Industry, Labor & Government" was undertaken with a predisposition to use its results—which have been detailed in this report—to advance an agenda for action that includes expanding and improving workforce training provided by community colleges. The following represents an overview of the challenge to train a skilled work force currently facing the nation, a rationale for community college involvement in such a training initiative, and recommendations for action addressed both to community college leaders and to corporate executives and government officials responsible for the economic health of the nation.

Economic and Educational Imperatives

The emergence of a global economy and the decline of the United States' competitive position in that economy are no longer just the dire predictions of gloomy futurists. Rather, the painful consequences to individuals and corporations of ongoing global economic restructuring are displayed daily in the print and electronic media. Despite its wealth of natural resources, its extraordinary history of technological achievement, and its unquestioned position as lone remaining military and political superpower, the United States has been steadily losing ground in global economic competition.

Recently, as its diminished economic position has become recognized as a result of fundamental structural problems, rather than rationalized as a temporary downturn in the economy, attention has turned to examining the causes of this decline and to searching for solutions to assist the nation in remaining competitive and ensuring high standards of living for its citizens. In fact, the recent 1992 presidential

election was won (and lost) on the urgency of addressing the nation's fundamental economic problems.

Learning Deficit. A consensus has emerged that the United States is now reaping the dubious rewards of its neglect to invest not just in physical infrastructure, but more importantly, in human capital development. A gap has grown between the declining skills of the work force and the increasing skill levels demanded in the global marketplace. Because the nation has not invested in the development of its human resources, it has proven difficult to move from an industrial-age economy run on physical strength and energy to an information-age economy run on skills, knowledge, and flexibility. Systems of formal education are as outdated as the assembly line. Schools teach too few of the skills required in the workplace, and they do little to provide adequate skills for the sixty-one percent of their students who do not go on to college. The nation's educational system continues to operate as if learning and work were separate functions, despite growing evidence that individuals no longer have the luxury of completing their learning first and then working in the same job for the rest of their lives.

Informal Training System. Rather, worker training and retraining has become a recognized priority to assist the nation to remain competitive in the global economy. As the formal educational system has been unable to carry the whole burden of educating, training, and retraining people for work, an informal worker training system has sprung up to attempt to meet the need for skilled workers. In fact, this largely employer-supplied and supported training system is now estimated to serve more individuals than the entire formal system of higher education. A recent survey of

employers by the American Society for Training and Development (ASTD) found that employers spent nearly \$45 billion in formal training in 1991 alone—mostly to staff and operate corporate training divisions. Yet, employer-based training, while not lacking in importance, size, or scope, lacks cohesiveness. A joint report of ASTD and the U.S. Department of Labor published in 1989 describes this training system as a "shadow education system delivered by no single institution, subject to no law or policy."

Ill-Focused Efforts. As a result, even a \$45 billion annual investment has been insufficient to provide training and education where it is needed most to improve productivity, quality, and ultimately, economic competitiveness. Too great a percentage of current training is done by large companies and focused on managers, executives, and sales staff. Too little training is provided by small companies where the majority of job growth occurs, and much too little is provided for workers in essential front-line technical and production positions.

The United States faces an immediate threat not only to its standard of living but also to its national security and economic sovereignty. The nation must respond to the urgent economic imperative to provide workforce training that prepares large numbers of its citizens with the skills necessary to compete in the global economy. An emerging national priority is to craft a world-class system for worker training and education—one, like its formal system of higher education, which is without peer in the world.

The Need for Workforce Training

There is general agreement that to remain economically competitive the United States needs to invest more and more strategically in workforce education and training to increase productivity, quality, and flexibility in response to changing conditions. Still, it would be misleading to think that U.S. corporations have completely disregarded investment in training, that current training efforts are completely ineffectual, or that the formal educational

system has been totally ineffective in preparing individuals to meet the needs of business and industry. Some estimates of total public and private investment in formal and informal workforce training run as high as \$210 billion annually, and some segments of the formal educational system have been notably effective. For instance, U.S. colleges and universities have consistently produced the best scientists, engineers, and professionals in the world by any measure.

While the formal education system does a good job of workforce preparation in some areas, it is not designed to handle the greatest need: nearly continuous updating of job-related skills for working adults. Rather, school systems focus on the education of youth and the preparation of new entrants into the workforce—with somewhat mixed results. Tech-prep programs, cooperative education and apprenticeship programs, and other programs that connect education and training to actual work are notable successes. Four-year colleges and universities also do a very effective job of preparing the top 20 percent of the population for productive work and satisfying lives.

Changing Needs. However, economists and labor analysts generally agree that the preparation of the remaining 80 percent of the population with basic reading, writing, computational, information processing, and learning skills remains the critical training challenge. Some estimates indicate that up to 75 percent of the existing work force will require significant job retraining in the next eight years and that 80 percent of new jobs created in those years will require at least two years of postsecondary education. In this context, even increasing investment in worker training from the current level of one percent of payroll to the three and four percent levels of their principal competitors in Japan and Germany would be an insufficient response by U.S. firms.

Unmet Needs of Small and Medium-Sized Businesses. Where the system breaks down is in the efficient and effective delivery of training and retraining for employees of small and medium-sized companies—which have become the principal engine of economic growth in the

United States. Unfortunately, investment in training is concentrated in large companies. Small companies of under 500 employees account for almost 60 percent of all workers, but they are responsible for less than five percent of the total training outlay in the country. ASTD has calculated that fully 70 percent of all training dollars are devoted to executive, managerial, and sales staff. The system needs to be redesigned, and a number of credible proposals have been advanced in recent years, including one by the National Center for Education and the Economy that envisions ensuring nearly universal competencies equivalent to two years of postsecondary education for the majority of all workers in the nation.

Alternative Training Providers. Another key development is the trend among companies that had previously conducted their own worker training programs to turn increasingly to external providers for training. ASTD estimates that just a decade ago, companies did 90 percent of their own training, but its 1991 survey reported that nearly 50 percent of all training of existing employees is provided by external contractors. Among these providers are instructional technology firms, high tech and communications companies, independent consultants, professional associations, specialized technical schools, community colleges, universities, and a hodgepodge of other informal programs. In addition, there are a variety of federal training programs for the unemployed, displaced workers, and economically disadvantaged, such as JTPA, WIN, and GAIN.

However, the inability of the formal education system to provide training in adequate quantity and quality and the unraveling of the informal system of employer-supplied training has produced a crisis that contains both danger and opportunity. It is in the fundamental national interest to define the delivery systems, funding mechanisms, mix of suppliers, and other arrangements that are best suited to meet the workforce training needs of the nation's economy. The priority placed upon investment in worker training by the current administration makes the time particularly opportune for experimenting with new models to train a world-class work force.

The Role for Community Colleges

Community colleges are emerging as one of the major, logical providers of the workforce training required to revitalize and maintain the competitiveness of the nation's business and industry. Results of the 1992 survey of the nation's nearly 1,100 community colleges detailed in the first section of this report found that nearly all community colleges—large and small, urban and rural—have accepted the providing of training and retraining services to employees of local business, industry, labor, and government as a logical extension of their career preparation, continuing education, and community service missions.

Community colleges are logical providers of key infrastructure training for a number of reasons:

1. Community colleges have a long history of providing vocational, technical, and career training in fields that reflect the needs of their local economies—often providing some of the most sophisticated training available anywhere in new and emerging technologies.
2. Community colleges have a close working relationship with local constituents, including local business and industry, many of whose representatives sit on the college's many program advisory boards and boards of trustees.
3. Community colleges already provide a variety of training programs and services to small and medium-sized businesses where the unmet need for worker training is the greatest.
4. Community colleges have considerable successful experience in providing programs and services for adult students, who make up the bulk of the existing work force that requires additional training and retraining.

5. Community colleges have invested in alternative delivery mechanisms, including infrastructure for providing distance education and instructional technology to support independent learning, which are well-positioned to serve adult learners who are often unable to attend regularly scheduled classes on a college campus due to work and family commitments.
6. Community colleges have also invested heavily in support services for students, especially in student assessment, counseling, educational planning and academic advising, tutoring and remedial education, childcare, career development, and job placement services that are vital to support nontraditional adult education.
7. There is a community college located within commuting distance of over 90 percent of the total population of the nation—as well as within every congressional district.

Providers in Areas of Greatest Need. The survey found not only that nearly all community colleges currently provide training for employees of business, industry, labor, and government, but that nearly all customized such training to meet specific workforce needs, rather than relying on existing college credit course offerings. Most judged their efforts to be generally effective, and most had the strong support of college administration and boards of trustees, with generally only minor reservations expressed by college faculty for expansion of training activities. Significantly, community colleges were most likely to be providing training for small and medium-sized companies. The fact is that community colleges already have experience in providing training and education for adults in the work force, and they are well-positioned to be a vehicle for a major expansion of worker training where it is most

needed with support for some combination of public and private investment.

Resource Obstacles. The survey also identified the principal obstacles facing a major expansion of workforce training activities. While virtually all community colleges currently provide training, most operate only modest programs and cite inadequate resources to support more ambitious efforts. Not only did responding directors of college workforce training programs report that their budgets were inadequate to develop training curricula, to build training facilities, and to underwrite operating costs, but they also reported that many of their business and industry clients, especially the small and medium-sized businesses in their service areas, could not afford the cost of providing needed employee training.

Additional resources are required to expand current workforce training programs in community colleges if they are to meet a significant portion of the outstanding training needs of the nation's business and industry. Given the fact that resource constraints on public institutions are likely to become more severe, the most realistic prospect for expanded funding is from the private sector, or from public-private joint ventures which may be given a boost by the current Clinton administration.

Public-Private Partnerships

To date, federal government programs related to job training have focused on unemployed and economically disadvantaged workers. States have provided limited support for corporate training, primarily through economic development initiatives. The private sector has spent billions to finance training, though these expenditures have been concentrated in large corporations. Economic and political conditions would appear to argue for fresh approaches to financing the training needed to revitalize the American economy.

Partnerships that would use modest investments of public funds to leverage much larger amounts of private capital to support workforce training appear to be a key to future expansion

of the activity. Models of effective partnerships to support workforce training need to be developed, and these require the participation of all parties in the national training agenda, including not only community colleges and business and industry, but also federal, state, and local governments, financial institutions, and other sources of investment capital.

Rationale for Action

The preceding discussion provides a rationale for community colleges to serve as a major provider of workforce training, particularly for small and medium-sized companies located in their respective services areas. While community colleges have historically provided vocational-technical training to prepare young entrants into the workforce, current needs require them to realign their training programs to meet the needs of adult workers who must continually retrain and upgrade their work skills to remain competitive in the global economy.

As the results of the survey reported here make clear, community colleges appear willing to provide training in response to the clear and present need for a skilled work force. To do so effectively, they need to work with business and political leaders to develop sustainable funding models to support training programs. They need also to join in partnerships with not only business and industry clients for whom training is provided, but also with other community colleges and training providers in order to explore the most effective models for delivering necessary training. In an era of extraordinarily tight resources in both the public and private sectors, there is no room for duplication of effort, false steps, or wasted time. While community colleges are an intact resource well positioned to deliver workforce training, collaborative efforts at several levels are required to ensure that such training is provided as effectively and efficiently as possible.

It is with this charge, that the League for Innovation proposes the following agenda for joint action.

An Agenda for Action

The League for Innovation in the Community College and its member colleges propose to join in partnership with representatives of business and industry; foundations, financial institutions, and other sources of funding; other community colleges, educational institutions, and training providers; and state and federal government officials to pursue a common agenda of improving and expanding workforce training programs provided by the nation's community colleges. An agenda for action includes the following:

1. Focus national attention on issues, programs, and concerns related to meeting the training needs of the nation's workers by disseminating information to community college leaders, corporate executives, and government officials through publications, periodicals, conferences, workshops, and seminars.
2. Increase awareness among community college faculty, academic administrators, and staff regarding the training needs, learning styles, and delivery mechanisms appropriate for adult workers through publications, periodicals, conferences, workshops, seminars, and other staff development opportunities.
3. Identify successful training programs, effective delivery mechanisms, and model curricula in operation in community colleges and disseminate information about these programs to community colleges nationwide.
4. Initiate projects to pilot test new instructional models for delivering workforce training to employees of business, industry, labor, and government.

5. Initiate projects to develop model training curricula in subject areas of greatest need and interest, such as workplace literacy, information processing skills, critical thinking and problem solving, interpersonal communications, and total quality management, and make this available to community colleges nationwide.
6. Develop mechanisms to disseminate and share information about these model instructional delivery methodologies, administrative support systems, and curricula and materials.
7. Construct and disseminate a training impact model that demonstrates the relationship between training outcomes and return on investment.
8. Provide a range of staff development opportunities, such as national and regional workshops, for community college leaders, program directors, faculty, and other practitioners to assist them in developing and operating successful workforce training programs for employees of business, industry, labor, and government.
9. Assist in the development of a national network of community colleges which

focuses on providing programs to meet the workforce training needs of the nation.

10. Convene groups of community college, business, and government leaders to develop recommendations for forming public-private partnerships to support and fund needed workforce training.

The League for Innovation recognizes that this is an ambitious agenda. The resources necessary to support these activities have not yet been identified. Nonetheless, the League expresses its commitment to this agenda and to seek partners in both the public and private sectors to pursue their mutual objective of expanding and improving community college workforce training programs. The League is grateful for the support already provided by such corporate partners as the Student Loan Marketing Association, National Computer Systems Corporation, IBM, Eastman Kodak, and Xerox, as well as community college organizations such as the American Association of Community Colleges, the Continuous Quality Improvement Network, ED>Net, the Coalition of Advanced Technology Centers, and others. The League will continue to seek the support of those who can assist in achieving this goal and to offer whatever support it can to others with the same commitment.

Appendices

Appendix One Colleges Represented in Survey Results by State

	Colleges Surveyed	Colleges Respresented in Survey Results	Response Rate
Alabama	34	22	64.8%
Alaska	3	2	66.7
Arkansas	9	6	66.7
Arizona	29	20	67.0
California	109	74	67.9
Colorado	15	12	80.0
Connecticut	12	7	58.3
Delaware	4	2	50.0
Florida	28	21	75.0
Georgia	15	8	53.3
Hawaii	7	7	100.0
Idaho	2	2	100.0
Illinois	51	34	66.7
Indiana	14	7	50.0
Iowa	23	19	82.6
Kansas	19	14	73.7
Kentucky	14	10	71.4
Louisiana	4	4	100.0
Maine	6	5	83.3
Maryland	20	14	70.0
Massachusetts	32	16	50.0
Michigan	32	26	81.3
Minnesota	13	9	69.2
Mississippi	15	12	80.0
Missouri	19	18	94.7
Montana	10	4	40.0
Nebraska	12	10	83.3
Nevada	4	3	75.0
New Hampshire	8	5	62.5
New Jersey	19	14	73.7
New Mexico	18	9	50.0
New York	38	26	68.4
North Carolina	58	42	72.4
North Dakota	10	6	60.0

Appendix One (continued)
Colleges Represented in Survey Results by State

	Colleges Surveyed	Colleges Respresented in Survey Results	Response Rate
Ohio	37	24	64.8
Oklahoma	18	8	44.4
Oregon	18	15	83.3
Pennsylvania	46	17	36.9
Rhode Island	1	1	100.0
South Carolina	17	13	76.4
South Dakota	3	1	33.3
Tennessee	14	12	85.7
Texas	74	43	58.1
Utah	5	5	100.0
Vermont	6	4	66.7
Virginia	31	25	80.6
Washington	33	27	81.8
West Virginia	11	6	54.5
Wisconsin	16	14	87.5
Wyoming	7	4	57.1
State Not Known	—	54	—
TOTAL	1,042	763	73.2

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CHARACTERISTICS OF EMPLOYERS SERVED

7. **Size.** What percentage of the total number of employees trained by the college during 1991-92 was employed by organizations of the following sizes? *Total should be 100 percent.*

percent											
a. less than 25 employees	0	10	20	30	40	50	60	70	80	90	100
b. 25-99 employees	0	10	20	30	40	50	60	70	80	90	100
c. 100-499 employees	0	10	20	30	40	50	60	70	80	90	100
d. 500-999 employees	0	10	20	30	40	50	60	70	80	90	100
e. 1,000-2,499 employees	0	10	20	30	40	50	60	70	80	90	100
f. 2,500-9,999 employees	0	10	20	30	40	50	60	70	80	90	100
g. 10,000+ employees	0	10	20	30	40	50	60	70	80	90	100

8. **Type of Industry.** What percentage of the total number of employees trained by the college during 1991-92 was employed by organizations of the following types? *Total should be 100 percent.*

	percent										
a. agriculture	0	10	20	30	40	50	60	70	80	90	100
b. manufacturing	0	10	20	30	40	50	60	70	80	90	100
c. construction	0	10	20	30	40	50	60	70	80	90	100
d. health services	0	10	20	30	40	50	60	70	80	90	100
e. other services	0	10	20	30	40	50	60	70	80	90	100
f. wholesale/retail trade	0	10	20	30	40	50	60	70	80	90	100
g. finance/insurance/real estate	0	10	20	30	40	50	60	70	80	90	100
h. transportation/communications/utilities	0	10	20	30	40	50	60	70	80	90	100
i. government, including education	0	10	20	30	40	50	60	70	80	90	100

9. **Major Clients.** Please list your five largest clients in 1991-92. _____

TOPICS AND FORMATS OF TRAINING PROVIDED

10. **Topics.** What percentage of the total number of employees trained by the college during 1991-92 received training in the following areas? *Total should be 100 percent.*

					percent						
a. workplace literacy (basic reading, writing, and math)	0	10	20	30	40	50	60	70	80	90	100
b. English as a second language	0	10	20	30	40	50	60	70	80	90	100
c. supervisory, management training	0	10	20	30	40	50	60	70	80	90	100
d. total quality management	0	10	20	30	40	50	60	70	80	90	100
e. communications skills, interpersonal relations, etc.	0	10	20	30	40	50	60	70	80	90	100
f. computer literacy, software or hardware training, etc.	0	10	20	30	40	50	60	70	80	90	100
g. statistical process control, CIM, etc.	0	10	20	30	40	50	60	70	80	90	100
h. job-specific technical training	0	10	20	30	40	50	60	70	80	90	100
i. courses leading to licensure	0	10	20	30	40	50	60	70	80	90	100
j. other, please list	0	10	20	30	40	50	60	70	80	90	100

11. **Instructional Methodologies.** What percentage of the total number of employees trained by the college during 1991-92 received training using the following methodologies? *Total should be 100 percent.*

Training using the following methodologies: Total should be 100 percent.											
	percent										
a. traditional classroom lecture and discussion	0	10	20	30	40	50	60	70	80	90	100
b. hands-on training or workshops	0	10	20	30	40	50	60	70	80	90	100
c. computer-based, independent learning systems	0	10	20	30	40	50	60	70	80	90	100
d. distance learning/telecourses	0	10	20	30	40	50	60	70	80	90	100
e. others, please list _____	0	10	20	30	40	50	60	70	80	90	100

12. **Arrangements.** What percentage of the total number of employees trained by the college during 1991-92 received training provided by the following arrangements? *Total does NOT need to be 100 percent.*

						percent					
a. college credit courses	0	10	20	30	40	50	60	70	80	90	100
b. customized training developed for specific clients	0	10	20	30	40	50	60	70	80	90	100
c. outside the service area of the college	0	10	20	30	40	50	60	70	80	90	100

FACILITIES AND STAFFING

13. **Facilities.** What percentage of the total number of employees trained by the college during 1991-92 received training using the following types of facilities? *Total should be 100 percent.*

Following types of facilities: Total should be 100 percent.											
	percent										
a. on-campus facilities designed for workforce training	0	10	20	30	40	50	60	70	80	90	100
b. regular on-campus facilities as available	0	10	20	30	40	50	60	70	80	90	100
c. off-campus facilities provided by the college	0	10	20	30	40	50	60	70	80	90	100
d. facilities provided by employers	0	10	20	30	40	50	60	70	80	90	100
e. others, please list	0	10	20	30	40	50	60	70	80	90	100

14. **Staffing.** What percentage of the total number of employees trained by the college during 1991-92 received training from the following types of staff? *Total should be 100 percent.*

Following types of staff: Total should be 100 percent.											
	percent										
a. college faculty as part of regular workload	0	10	20	30	40	50	60	70	80	90	100
b. college faculty on supplemental contracts or overload	0	10	20	30	40	50	60	70	80	90	100
c. trainers hired on a per contract basis	0	10	20	30	40	50	60	70	80	90	100
d. full-time trainers on staff	0	10	20	30	40	50	60	70	80	90	100
e. others, please list	0	10	20	30	40	50	60	70	80	90	100

FINANCING WORKFORCE TRAINING

15. **Funding Sources.** What percentage of the total operating budget of the training office/unit in 1991-92 came from the following sources? Total should be 100 percent.

Sources: Total should be 100 percent.											
	percent										
a. college operating funds	0	10	20	30	40	50	60	70	80	90	100
b. state or federal grants	0	10	20	30	40	50	60	70	80	90	100
c. tuition or fees paid by individuals	0	10	20	30	40	50	60	70	80	90	100
d. contracts for training paid by employers	0	10	20	30	40	50	60	70	80	90	100
e. others, please list	0	10	20	30	40	50	60	70	80	90	100

16. **Contracts.**

a. What percentage of the total gross revenue generated by training in 1991-92 was provided under formal contractual agreement between the college and employer?	percent										
	0	10	20	30	40	50	60	70	80	90	100
b. What percentage of these contracts was repeat business?	0	10	20	30	40	50	60	70	80	90	100
c. What was the average length of these contracts?	less than 1 week	at least one week but less than a month					1-3 months				
	4-6 months	7-12 months				1-2 years		longer than 2 years			
d. What was the length of the longest training contract?	less than 1 week	at least one week but less than a month					1-3 months				
	4-6 months	7-12 months				1-2 years		longer than 2 years			
e. What was the average value of these contracts?	\$1-9,999	\$10,000-49,999			\$50,000-99,999			\$100,000-249,999			
	\$250,000-999,999	\$1-5 million			\$5 million+						

17. **Payment.** Which of the following payment options are available to employers to pay for contracted training? (Mark all that apply.)

up-front payment before training begins
 billing/payment upon beginning of training
 billing/payment upon completion of training
 payment by installment plan
 others, please list _____

18. **Pricing.** Which of the following factors are included in determining the price of training charged an employer? (Mark all that apply.)

standard calculation based upon hourly/unit rates
 cost recovery of direct costs
 cost recovery of all costs, including indirect costs
 prices of competitors and market conditions
 cost recovery for investment in curriculum development, equipment, etc.
 others, please list _____

PERCEPTIONS OF EFFECTIVENESS

19. How effective do you believe your college has been in ...

	very ineffective					very effective				
a. providing training for existing clients?	1	2	3	4	5					
b. meeting the training needs of large employers in the college's service area?	1	2	3	4	5					
c. meeting the training needs of small and medium-sized employers in the service area?	1	2	3	4	5					
d. meeting the overall workforce training needs of the college's service area?	1	2	3	4	5					
e. generating revenue from training contracts to support other college programs?	1	2	3	4	5					

OBSTACLES TO PROVIDING WORKFORCE TRAINING

20. What are the greatest obstacles to your college's effectively providing workforce training to meet the needs of employers?

College Policies and Support

	not an obstacle	minor obstacle	major obstacle
a. opposition and/or lack of interest from college leadership	1	2	3
b. opposition and/or lack of interest from college faculty	1	2	3
c. inadequate budget to support operating budget of training office/unit	1	2	3
d. lack of experienced trainers or appropriate expertise to provide training	1	2	3
e. inadequate facilities to support training programs	1	2	3
f. inadequate support for curriculum development and other up-front costs	1	2	3
g. policies that subject all training to college curriculum review processes	1	2	3
h. policies or faculty contracts that prohibit/discourage the use of faculty as trainers	1	2	3
i. policies or faculty contracts that prohibit hiring external professional trainers	1	2	3
j. business office accounting and budgeting practices that hamper training activity	1	2	3
k. policies that prohibit training office from incurring short-term indebtedness	1	2	3

State Policies

l. policies that prohibit colleges from providing training	1	2	3
m. policies that prohibit use of public funds to support training	1	2	3
n. policies that prohibit out-of-service-area activity or promotion	1	2	3

Competition and Market

o. inability to compete in quality with other providers	1	2	3
p. inability to compete in price with other providers	1	2	3
q. difficulty in gaining visibility as a provider of training	1	2	3
r. difficulty in gaining credibility as a provider of training	1	2	3
s. no market for training services among local business, industry, labor, or government	1	2	3
t. inability of local companies or organizations to afford training costs	1	2	3
u. others, please list other major obstacles to provide training:	1	2	3

PROPOSED WORKFORCE TRAINING FINANCING PROGRAMS

21. Assume that credit was available under reasonable terms at attractive interest rates to community colleges and the employers they serve to support delivery of workforce training for employees or employers. Please rate the importance of each of the following proposed programs to community colleges. Then, rate the likelihood that your college or its clients might participate in such programs.

	low				high
a. Loan programs made available to colleges to underwrite start-up costs of training programs, such as curriculum development, marketing, promotion, etc. importance of program for community college training programs likelihood your college would participate	1	2	3	4	5
b. Loan programs made available to colleges to underwrite ongoing operating costs of training programs, such as full-time staff, support services, etc. importance of program for community college training programs likelihood your college would participate	1	2	3	4	5
c. Loan programs made available to colleges to finance facilities construction and/or equipment acquisition to support training programs importance of program for community college training programs likelihood your college would participate	1	2	3	4	5
d. Loan programs made available to employers to finance training costs for employees importance of program for community college training programs likelihood employer-clients of your college would participate	1	2	3	4	5

CHARACTERISTICS OF YOUR COLLEGE

22. Which characteristics best describe your college?

- a. **Type** (Mark only one of the following.)
☐ comprehensive community college
☐ technical institute
☐ junior college
☐ two-year branch campus of a four-year institution
- b. **Location** (Mark only one of the following.)
☐ urban
☐ suburban
☐ rural
- c. **Control** (Mark only one of the following.)
☐ public
☐ private
- d. **Organization** (Mark only one of the following.)
☐ single campus college
☐ college, part of multi-college district
☐ campus or center, part of multi-campus district
☐ district office
- e. **Enrollment** (fall 1991 student headcount enrollment in credit courses; mark only one of the following.)
☐ 1-2,499
☐ 2,500-4,999
☐ 5,000-9,999
☐ 10,000-24,999
☐ 25,000+

f. **College General Fund Operating Budget** (1991-92 fiscal year; mark only one.)

- ☐ less than \$5 million
☐ \$5-9.9 million
☐ \$10-19.9 million
☐ \$20-49.9 million
☐ \$50+ million

g. **Operating Budget for Office/Unit Providing Training Programs and Services** (1991-92 fiscal year; mark only one.)

- ☐ no separate budget
☐ less than \$50,000
☐ \$50,000-99,999
☐ \$100,000-199,999
☐ \$200,000-499,999
☐ \$500,000+

h. **Years Office/Unit Providing Training Has Been in Formal Operation** (Mark only one.)

- ☐ less than one year
☐ 1-2 years
☐ 3-5 years
☐ more than 5 years
☐ no office/unit currently in operation, none planned
☐ no office/unit currently in operation, but one planned to begin operation within next 12 months

i. **State** (two-letter postal code): _____

SURVEY RESULTS AND KEY CONTACTS

We are developing a list of key contacts in community colleges for providing training programs and services for employees of business, industry, labor organizations, and government. If you would like to be included on that list, please mark the appropriate item and provide your name and address. Also, please indicate if you would like to receive a summary of survey results.

☐ I wish to be included on a list of key contacts.

☐ I wish to receive a summary of results.

Name _____ Title _____

College _____

Street _____ City/State/Zip code _____

Telephone _____ Fax _____

Thank you for taking the time to complete this important survey.

USE THE ENCLOSED BUSINESS RESPONSE ENVELOPE TO RETURN THE SURVEY.

PLEASE DO NOT MARK IN THIS AREA

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in the Community College